Errata

The following changes are necessary in Chapter 7, "Student Assessment and Performance":

1. Chapter highlights should read:

Student Assessment and Performance

- California's Assessment Program (CAP) was a state-of-the-art system at the time it was initiated. Now, because of budget cuts, it has been eliminated. Its absence leaves a vast void in a comprehensive reform plan for the state.
- At all grade levels, and in all subjects tested by CAP, California's student scores are higher in 1990 than they were at the beginning of the reform movement in 1983. The average CAP score increase over this eight-year period has been 4.4 percent.
- Secondary grade scores (grades 8 and 12) have consistently improved each year.
- Grade 3 scores in math, science, and reading crested three years ago and have recently been declining. They are still higher in 1990 than in 1983.
- Grade 6 scores are mixed. Reading and written language declined slightly in the last two years. CAP 6th grade mathematics scores are the highest they have ever been since 1983.
- California's Scholastic Aptitude Test (SAT) scores are better, relative to the national average, in mathematics than in verbal skills. California's 1990 verbal scores were five points lower than the national average. In 1972, they were 11 points higher than the national average. California's 1990 SAT mathematics scores were eight points higher than the national average. In 1972, they were nine points higher.
- On SAT subject-matter tests, California secondary school students fall below national average scores in all areas except Spanish and Latin.
- The number of secondary students both taking and scoring at higher levels of the SAT has increased since 1983. In the high school class of 1989, 8.7 percent of students scored above 600 on the mathematics portion of the test. Only 6.5 percent of the class of 1984 scored at or above this level. On the verbal dimension, 3.3 percent of the 1989 class scored at or above 600. The equivalent figure in 1984 was only 2.5 percent.

2. The first section of the chapter, an overview of state and local testing, is based on:

San Diego Schools, Testing and Consolidated Application Department (n.d.), *Testing in San Diego: What, When, Why, and Where are the Results?*, San Diego: San Diego City Schools.

3. Footnotes 3, 4, 10, 16, 29, and 33:

These documents are authored by the California State Department of Education.

PACE apologizes for any inconvenience these errors may have caused.